DOCUMENT RESUME

ED 117 305 CE 004 658

TITLE	Concord [New Hampshire] Career Education Project: Final Evaluation Report.
INSTITUTION	Unco, Inc., Rye, N.H.
SPONS AGENCY	New Hampshire Supervisory Union 8, Concord.
PUB DATE	Jun 74
NOTE	59p.
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage
DESCRIPTORS	*Career Education; *Educational Objectives; Elementary Secondary Education; Program Attitudes; *Program Evaluation; Questionnaires; School Districts; *Summative Evaluation
IDENTIFIERS	New Hampshire (Concord)

ABSTRACT

A summative evaluation of the first year of the Concord career education project is presented in the report. Major first-year goals of the project were the introduction of career education concepts and activities in the classroom, development of career education curriculum programs, and development of student testing and a process for exploration of and preparation for the world of work. A career education evaluation questionnaire distributed to approximately 400 staff members of the Concord school district had a 20% return. The questionnaire results are presented in full and indicate community approval of the program. Comments and recommendations on each of eight specific program goals and objectives are detailed in the report. Recommended priorities for fiscal year 1974-75 include critical review of the objectives to make maximum use of existing staff and resources, what resources should be available, and development of a testing center and a curriculum guide. (MF)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED117305

CONCORD CAREER EDUCATION PROJECT

FINAL EVALUATION REPORT

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 004 658

JUL 2 0 1976

002

CONCORD CAREER EDUCATION PROJECT

FINAL EVALUATION REPORT

June, 1974

UNCO, Inc.
39 Cable Road
Rye, N.H.

PREFACE

This Summative Evaluation Report is one of a series of project evaluation reports. All Concord Career Education evaluation reports will address themselves specifically to each goal and objective on an individual basis, as stated in the project proposal. The Summative report is concerned with the management aspects of the project sighted in the earlier Formative Interim Evaluation Report and the success or difficulties the project staff experienced in the early stages of implementing the project objectives, as well as the outcomes of each of the project objectives.

Audit evaluations are a relatively new concept. Unlike the more formal educational research and evaluation designs, the primary focus of an evaluation is the determination of the adequacy of the program/project evaluation design (internal).

By establishing the credibility of this design, the auditor is indicating that program/project objectives are stated in clear, concise measurable terms and that the evaluation process suggested by the project director is sound. This allows the project director to monitor the program's progress internally as he chooses with assurance that the indicators of project success or failure are adequate measures.

Gradually the audit evaluator's emphasis will be shifted to verification of the findings of the evaluation process. Throughout the process, the auditor searches for discrepancies between proposed evaluation designs and program requirement criteria; discrepancies between intended evaluation - process performances; and discrepancies between reported program circumstances and accomplishments and real program circumstances and accomplishments.

The goal, of course, is for the auditor to be able to report "no discrepancies".

INTRODUCTION

Evaluation is a critical element in any successful attempt of innovation or change regardless of the field or area of specialization being addressed. For many years it was almost totally ignored as a tool in the management designs of new solutions to old educational problems. The belief then was that by simply applying additional resources, i.e. money, materials or additional personnel, to a problem the result couldn't be anything other than success. Literally dozens of examples of this hypothesis can be cited during the 1960's and 70's when this country became increasingly aware of fundamental weaknesses in its educational system.

Tremendous sums of money were appropriated under the special National Defense and Elementary and Secondary Education Acts to eliminate these weaknesses, but after several years of experimentation and innovation, the problems and weaknesses still persisted.

Eventually people began to demand to see evidence of what was being accomplished by the ever increasing number of dollars being spent on education. The period of Educational Accountability had dawned, and evaluation began to assume its role as a fundamental management tool.

Initially, evaluation focused primarily on outcomes and used an adaptation of the scientific inquiry methodologies as a model. Such evaluations focused primarily on outcomes --- did the project accomplish what it intended; yes or no; success or failure. Program goals and objectives were often nebulous and difficult to relate to specific outcomes, the control of variables was complicated and the statistical analysis was usually only of value to the researcher and not the practitioner. To some extent this type of evaluation was useful but only after a great deal of time and money already

had been expended on what could easily prove to be unsuccessful programs. If the program failed, there was usually no way of telling exactly what element caused the failure or to be sure changes in that element would have made the program a success.

It soon became apparent that the role of evaluation had to extend beyond outcomes types of evaluation. In order to maximize the probability for a successful program, program directors needed a continuous flow of evaluative data which would allow them to modify their programs as they were operating. Through the development of specific performance objectives related to outcomes and the use of internal as well as external evaluation strategies, program administrators at all levels could pinpoint potential trouble spots within the program and make the necessary modifications.

Without the use of such evaluation techniques, innovators and program administrators are left with only antiquated, "gut-level, seat-of-the-pants" management practices, which necessarily carry with them a high failure/risk factor.

Unfortunately, many programs today still regard evaluation as a "fiction necessary for Federal funding" and begin to think of it only as the program approaches completion and Federal and State requirements need to be fulfilled. This leaves the evaluator in an extremely vulnerable position and forces him to resort to a short, high intensity, data collection, tabulation/analysis effort with an evaluation design based predominantly on data the program collected, which may or may not have been done accurately, systematically or even be the most informative data for decision-making.

With the cry for accountability increasing rather than diminishing, it is imperative that agencies responsible for funding, designing and/or managing innovative or change-oriented projects, insist on a comprehensive internal/

external evaluation process being implemented from the outset. Without this type of management tool many innovative projects will continue to flounder and subsequently it will only be a matter of time before the public will demand a halt to any fiscal support for such programs.

Dr. Everett W. Barnes, Jr.
Project Evaluator
UNCO, INC.
39 Cable Road
Rye, New Hampshire

Originally designed to run from March 1, 1973 to August 31, 1973, the planning grant, under the direction of Mr. Steven Jones, Concord Vocational Education Director, was extended and the actual Concord Career Education Operational Grant was not approved by the State Screening Committee on Exemplary Programs until November 19, 1973.

The overall goals of the Concord Career Education Planning Grant included:

- To make available to the Career Education Planning Committee, (C. E.P.C.), information on Career Education.
- To develop a philosophy of Career Education consistent with Concord's needs.
- To identify the needs of the following three target groups in order to implement a relevant Career Education Program in the Concord Schools: students, professional staff, and the employers of the community.
- To facilitate communication and plans of action among all participants concerned with the Career Education Program.
- To facilitate program management and the realistic accomplishment of objectives.
- To develop and obtain funding for an operational Career Education Program.
- To incorporate guidance and placement functions in the Career Education proposal.

Documentation of this planning effort is available from Mr. Jones' office in Concord. Among the planning activities were such things as visitations to other Career Education sites (Richford, Vt., Keene's Project COED, Project WOW in Hartford, Conn., and communities in Portland, Oregon); the development of a statement of philosophy on career education for the district and the development of a career education planning committee.

Mr. David Morin was hired as Project Coordinator and it was through his and Mr. Jones' effort that the Concord Career Education Implementation

Grant was developed and eventually awarded.

The Concord Career Education Project is designed to introduce the adoption of career education concepts and goals into the Concord Union School District in grades K-12. The philosophy of the Concord Union School District towards career education states that, "It is the charge of the schools to stimulate a desire for intellectual curiosity, develop self confidence and to provide an opportunity for each child to acquire the knowledge necessary to assume his role in a changing world".

Consistent with this philosophy, the Concord Career Education Project is designed to respond to the need of teachers and students in the areas of Values, Decision-Making, and the World of Work as they relate to career awareness, exploration, preparation and placement.

The C.C.E.P.'s major first year goals included:

1. To create an atmosphere in which Career Education concepts and activities will be introduced, tested, and adopted by staff in the classroom.
2. To support those teachers and staff in developing programs that can be used as examples of career education curriculum for possible adoption for other schools.
3. To develop with the guidance counselors, a comprehensive program of student testing and a process for the exploration of, preparation for and placement in, the World of Work.

GENERAL RECOMMENDATIONS

In addition to the recommendations included, where appropriate, after each program objective, the evaluator has taken the liberty of highlighting recommendations he feels would be given priority when the project staff reviews next year's program. Among these recommendations are:

. The Concord Career Education Project is completing its first year operation. After exposing teachers and administrators to a number of career oriented objectives and activities, the CCEP staff should take this opportunity to critically review these objectives and determine which objectives should be retained, which need modification and which will be deleted for FY 74-75. Given the limited size of the project staff versus the size of the Concord School District, it becomes readily apparent that decisions/priorities around how to make maximum use of existing local and staff resources will have to be made for FY 74-75 if career education is to survive in the district after federal/state funds expire.

. A mechanism or process needs to be defined and implemented which will allow individual building teachers and administrators (as a team) to determine the direction and commitment their building will take in implementing the CCEP objectives and career education activities in general. This will also remove a great deal of pressure from the CCEP staff and allow them to extend themselves more efficiently as a resource to all schools in the district.

. There seems to be a need for a bibliography or catalogue of career education resources available through the CCEP central office. Such a document should include a brief description of the resource, its cost (if appropriate), where it is located, how it can be accessed, etc. Resources

should include:

- Types of workshops available
- Printed materials-descriptions of courses
- Films, slides, tapes, etc.
- Curriculum materials, books, lists
- Tests (Aptitude, Interest, Intelligence, etc.)
- Materials - post-a-tool kits
- Local business, industries willing to participate in career education experiences
- Local career services, training programs

. A workshop to refresh district administrators (central office and individual schools) with the general principles of career education; and the role of career education in New Hampshire and Concord, may also be beneficial.

. If the Psychometric (testing) Center is established as part of the CCEP central office Resource Center as a service for teachers and students it should be designed by people familiar with testing, test materials, and the variety of services such a Center could realistically hope to deliver. Members of the Concord guidance staff should submit to the CCEP staff the basic written outline of what they hope the Psychometric Center will accomplish and this outline then can be translated into specific objectives.

. The evaluator would like to see a number of mutual meetings between staffs, teachers and administrators of both the Concord and Somersworth Career Education Projects in order to provide an opportunity to exchange materials, ideas and experiences involved in attempting to integrate a career education program into the curriculum of a school system.

. The development of a career education curriculum guide that would be a resource to classroom teachers around what they could do with their

students and which would emphasize activities rather than behavioral objectives.

. The district should make every effort to provide the CCEP with additional staff members (1-2) in order to relieve Mr. Morin to perform more administrative-coordination functions. This could possibly be done by employing aides (paid or volunteer); reorganizing existing district central office staff; or providing some release time for a teacher (s) in each of the larger schools.

CONCORD CAREER EDUCATION EVALUATION QUESTIONNAIRE

In April, 1974, a Concord Career Education Evaluation Questionnaire was distributed to approximately 400 staff members of the Concord School District. A total of seventy-eight questionnaires were returned by the requested deadline (20%). A summary of the results is presented below and the complete questionnaire, including typical comments made after each item is included in Appendix E.

Item #1 In my opinion, I feel the Concord Career Education Project is making an important contribution towards the all around education of the students of Concord.

73% stated they Agreed or Strongly Agreed; 12% Disagreed or Strongly Disagreed and 15% had No Opinion/No Response.

Item #2 I would rate the need for career education/awareness by my pupils as:

82% indicated Very Important or Important; 13% Moderately Important; 2.5% Not Important and 2.5% No Opinion/No Response.

Item #3 I would rate the effectiveness of the Concord Career Education Project staff in acting as a resource to the students and teachers of Concord as:

68% indicated Extremely Effective or Effective; 18% said Moderately Effective, 1% Non-Effective and 13% had No Opinion/No Response.

Item #4 Does not lend itself to statistical analysis.

Item #5 Does not lend itself to statistical analysis.

Item #6 During this school year, I have thus far participated in _____ workshops sponsored by the Concord Career Education Project.

The 78 respondents indicated a total of 241 workshops or an average

of 3 workshops per respondent.

Item #7 My overall rating of the workshops I attended would be:

63% rated the workshops Extremely Effective or Effective; 8% stated they were Moderately Effective; 0% indicated they were Non-Effective and 24% had No Opinion/No Response.

Item #8 To what extent are you familiar with the following?

In response to this item, the two career education areas that received the highest "Quite Familiar" rating were: Concord Career Education Workshops (68%) and Resources Available from CCEP (57%). The three career education areas receiving the highest "No Knowledge" or "Minimal Knowledge" responses were: Career Education Resources Within the Community (88%); Exploration or Careers Through Field Trips (72%); New Ideas For Presenting Career Ed/ to pupils (59%).

The open-ended responses are most revealing and the evaluator strongly suggests the reader turn to Appendix E and review them. Teachers seem to be extremely supportive of the project, the progress made to date and the quality of the services being provided by the CCEP staff. The evaluator has taken the privilege of including in the report some of the typical open-ended responses (positive & negative) made on the questionnaire:

Strengths:

- "The impact of the program is to be seen in nearly every school both on use of materials and spin off from workshops. This is a remarkable feat in a conservative city with less than a year's exposure."
- "It's providing much-needed services which did not exist before - stimulating teachers to try new and exciting ideas with students - especially some freer, humanistic ones."
- "Dave Morin has been a fantastic resource - materials he has sent me

and ordered for me have made a significant difference in my work this year. It has done alot for me to feel there's a place that:

a. cares what I'm doing
b. will order things I need and right away too!"

. "To accomplish a minor impact in a few schools would be a significant achievement - to secure warm responsiveness throughout the District and actual implementation of ideas is a most remarkable one."

. "We have a long way to go, however, the project has created an awareness in the building not previously recognized."

. "It's just what they need - especially my lower level ones who are completely turned-off by school and all it means. They need to get out of the school and do some real things - as well as explore themselves in school - rather than text books: Note: the upper level kids need it too."

. "It is certainly difficult for a staff of 2 people to communicate and influence 400 people in 10 separate schools. Their presence in Concord is very well known and felt, though."

Weaknesses:

. "Need specific ways to integrate concepts into on going curriculum, as time is precious in the school day."

. "Community Awareness/Participation in the Project. A public information program is needed."

. "I have mixed feelings - if students get too involved to early they may be limiting their options. On the other hand, students who are likely to be drop-outs should be made aware of Career Education."

. "Explain how to plan for Career Education Project in the class at teacher's meetings."

. "Need to have a representative with the school on a bi-weekly basis rather than being 'Central Office'".

. "Also projects may have been done, but no information given to the district on them. I know of only 2, those done at my school. Is that all that were done?"

. "Inability to use district staff as desired during school time."

. "Have been doing it all along, even before career education."

. "But - a very poor substitute (dare we say another alternative) for basic education."

. "Could use more staff working directly with students and classes."

. "Too short a duration of funding. Lack of facility for central elementary resource center."

. Too few are using the materials available."

. "Small staff: large district."

In addition to the questionnaire the evaluator conducted a formal on-site visitation and interview with project staff, building principals, teachers and central office staff. Information gathered during the on-site is incorporated into the comments and recommendations associated with each program objective. The itinerary for the on-site is included below:

VISITATION SCHEDULE FOR EVERETT BARNES

May 27, 1974

Concord High School

(Guidance Department: Ed Zehnder, Karen Abrams, Clem Scheaffer, Diane Bazydlo)

Garrison School

(Jack Mollica, Lionel DeLacey, Julie Westgard)

Rundlett Junior High School

(Ed O'Sullivan)

Dick Tardy, Elementary School Guidance

Dame School

(Priscilla Fanny, Rachel Kidder, Lois Libby)

Conant School

(Paul Tousignant, Dick Dalhaus)

Central Office

(Steve Jones, Rick Lalley)

PROGRAM GOALS AND OBJECTIVES

GOAL I *TO PROVIDE AN OPPORTUNITY FOR ELEMENTARY GRADE STUDENTS TO DEVELOP AN AWARENESS OF SELF AND OF CAREERS.*

Objective 1.1 - The Concord Career Education Project Coordinator, with the cooperation of the Concord Union School District teaching staff, will develop by April 15, 1974, at least two (2) model demonstration programs in the area of student career awareness and/or student self awareness in elementary schools. At least seventy -five percent (75%) of the students in the model programs will demonstrate that they are more aware of themselves and/or careers as measured by an evaluation instrument developed by the third party evaluator.

Comments:

. Two model project demonstration schools have been identified for this objective. They are the Garrison and Eastman Schools (grades 5 and 6) which include an estimated 185 students, who will participate in a career awareness testing program and the Dame School (grade 4) where 72 students will participate in a team teaching approach to media and communication.

. The Garrison-Eastman School project is an attempt to compare the level of career awareness of students based on their home/school environments (low socio-economic vs. middle to high socio-economic). A significant difference will allow teachers to provide more relevant instruction and experience for both groups.

. The instrument used for this purpose was the "Career Awareness Inventory" developed by Cornell University and administered on April 1, 1974. The data is presently being tabulated and analyzed by Cornell University and has not yet been returned to Concord (May 27, 1974).

. The Dame School project is a team teaching approach to Media and Communication with an emphasis on visual, oral and written communication.

Evaluation is based primarily upon products such as slide tape presentations and teacher logs. The evaluator had an opportunity to visit Ms. Priscilla Fanny and Ms. Rachel Kidder, review the slide tape presentations, and talk to students who participated in the project. This particular team of teachers - students apparently works so well together, I can only recommend that they be given every opportunity to experiment further with other team approaches to career education.

RECOMMENDATIONS

. The results of these two projects will be extremely interesting to observe. The career awareness testing at Garrison-Eastman Schools will hopefully lead to some new approaches to career education instruction/experiences based on socio-economic background, while the Dame School project will require dissemination, more explicit evaluation and documentation of its teacher-student activities so that other teachers in the district can take advantage of what appears to be an extremely exciting and successful approach to presently career education in the classroom.

. There is a need in the Garrison-Eastman School project for gathering more baseline data on the socio-economic conditions of the students and parents for comparative purposes, such as student attitudes toward school, their academic/intellectual performance levels, interests, etc.

Objective 1.2 - The Concord Career Education Project Coordinator will organize and establish by April 1, 1974, an elementary student Career Information Room complete with twenty (20) learning carrels consisting of print and non-print materials relating to career opportunities with local businesses and industries. This room will be located in the Concord Union School District Office, and the materials will be designed and selected to appeal to students of elementary grades, K-6.

Comments:

. This elementary student Career Information Room will not be available until September, 1974, when space becomes available in the school district office building. The Center will be a combination activity center and carrel areas which will contain career education kits, audio-visual equipment and materials, as well as materials for cardboard carpentry, and technology for children.

. A psychometric or testing center is also being planned for the Career Information Room-Resource Center. The Center would provide test resources in such areas as: attitudes, interests, aptitudes, academic/intellectual performance as well as tests requiring special training for administration or interpretation.

RECOMMENDATIONS

. A process needs to be established for the review, evaluation and selection of materials for this center by a professional member of the CCEP staff. Such a process should maintain records of rejected or inappropriate materials as well as selected materials or equipment in order to assist other school districts in their search for effective career education kits, activities, etc.

. The objectives describing the psychometric center, what it will contain, what services will be provided, how they will be provided (process), and who will be responsible for providing services should be written, at least initially, by someone familiar with guidance and testing, such as Mr. Tardy. The objectives can then be refined if necessary by project staff members.

. The process for review, evaluation and selection of materials should be consistent with the Jr. - Sr. High School Centers and with other similar

career education projects in the state (Somersworth, Keene) to allow comparison of materials and an exchange of findings.

. A process should be developed for evaluating the center's use by students and teachers, i.e. how accessible materials are; how relevant they are to classroom experiences; value to students-teachers based on Concord's career education philosophy.

Objective 1.3 - By March 1, 1974, the Concord Career Education Project Coordinator will establish and have in operation a Career Education Resource Center. The Career Education Resource Center will be located in the Concord Union School District Office and, with the exception of materials specifically and only for High School and Junior High School use, will house all the print and non-print materials accumulated by the Concord Career Education Project. The Career Education Resource Center will be designed to be a site where teachers, students, parents and citizens in the community will be able to locate accurate and reliable information about the world of work and about oneself.

Comments:

. All CCEP materials are located in the school district office. Dissemination of these materials is done through the "Career Education Newsletter of The Concord Schools" which reaches approximately 600 staff members, 150 State Department personnel and others interested in career education. Staff presentations are also made frequently to explain new materials or kits that are available.

. See "Comments and Recommendations for psychometric center" made for Objective 1.2.

. A library card process has been established and a summary will be available in June.

RECOMMENDATIONS

. A newsletter to disseminate available CE materials and the process for acquiring them, probably will not be sufficient for the future, especially

if the project begins to develop model career education learning units for use at various grade levels. The evaluator therefore recommends the development of a CCEP Materials-Services Catalogue for next year which will present that is available from the project office to the classroom teachers and be capable of being continuously up-dated.

In accomplishing this task, ideas might be exchanged with the Somersworth Career Education Project which will also be attempting to develop such a catalogue-loan process as well as with North Country Education Services, the former Title III Media Project in Hampton and the Merrimack Education Center.

Objective 1.4 - During its first year of operation, the Concord Career Education Project will provide an opportunity for at least two hundred (200) elementary students to explore career situations by means of field trips to local industries, businesses, or government agencies. As a result of these career exploration field trips, a community resource index file will be initiated, and the information made available to all schools.

Comments:

. A field trip request form was developed, along with a Community Resource Index File to assist teachers in identifying businesses and industries willing to participate in career awareness activities.

. Due to the energy crisis and the severe restrictions placed on transportation within the Concord school district, the projected figure of 200 elementary students to be involved in field trips will not be attained this year.

. Approval has been given by the Concord School Board to pursue this objective next year, assuming no energy crisis arises again.

GOAL II *TO WORK WITH THE CONCORD UNION SCHOOL DISTRICT GUIDANCE PERSONNEL TO DEVELOP A MORE EFFECTIVE GUIDANCE AND COUNSELING COMPONENT AT ALL CAREER EDUCATION LEVELS.*

Objective 2.1 - The Concord Career Education Project Coordinator, with the assistance of the third party evaluator, will develop model instruments in evaluating elementary student affective behaviors relating to self-image and self-discipline. These evaluative instruments will be field tested in at least four (4) elementary classrooms during school year, 1973-1974, and the results disseminated to the Concord Union School District staff for possible adoption or adaptation.

Comments:

. Affective assessment is one of the weakest of all areas in psychometrics. The fundamental difficulty is identifying the type of attitude or behavior you wish to modify, i .e. values, self-concept, interrelationships, dependency, independence, etc., and then determining what you will do to attempt the modification and what will be accepted as evidence of success. A workshop on attitudes and the problems associated with the implementation/measurement of affective programs was held on September 26, 1973. Presentations were made by CCEP staff and Dr. Everett Barnes to 30 teachers from Concord.

. A workshop follow-up questionnaire was distributed to participants, asking them to rank in order of priority, affective areas they would like to see addressed in the classroom. These areas ranged from self-discipline, self-image, risk taking and creativity to such things as school morale, social communication, divergent/convergent thinking and involvement with other people.

The results indicated that 19 of the participants ranked self-image as having the highest priority and 11 ranked self-discipline second.

. Three other workshops around the affective area have been held since September. These include: Values Clarification (March 11); Developign Student Self-Awareness (March 12); and Self Awareness II (March 12). (See comment on the evaluation of CCEP workshops).

. Teachers and guidance personnel are using a number of different self awareness kits (Duso, SRA, etc.), however, the teachers themselves have not developed model instruments to evaluate self-image and self-discipline. This might be an opportunity for the project staff might consider taking advantage of someone like Mr. Lois Libby at Dame School, who has an interest and the necessary skills to function with teachers in this area.

RECOMMENDATIONS

.Although interest has been shown by many teachers in this area, there is a need for further documentation of the extent to which affective activities are being stressed in the classroom and what the specific results are for students.

. Over the summer, specific teachers should be identified who have an interest in this area and they should be given an opportunity to examine a variety of affective kits, i.e. Sid Simon, Treasures, Duso Kits, SRA Self-Image Program, ETS Decision-Making Kits and the Page One Program to see which ones might be appropriate for their classes. Once a program is selected, it can be field tested in the Fall with pre-post gains or changes in academic performance used as evidence of actual effectiveness.

Objective 2.2 - The Concord Career Education Project Coordinator, in concert with the Guidance Staff at all levels, will develop a model diagnostic testing program for all students in the Concord Union School District. This program will begin by reviewing existing testing procedures, including Aptitude and Interest Inventory Tests, evaluating and selecting what are considered the most useful tests, and then implementing a complete testing program in the Concord Union School District, grade k-12.

Comments:

. This objective may require review again when the new guidance

coordinator (7-12) assumes his position. Several meetings have been held between high school guidance personnel, Mr. Tardy, Elementary Guidance, and English & Math Department heads, and the CCEP coordinator in an attempt to fully implement this objective. The status to date appears to be:

Mr. Richard Tardy, Guidance Coordinator K-6. Guidance services in grades 7-8 are all separate. Grades 10, 11, 12 have an acting guidance director.

The Concord School Board has approved (Feb., 1974) the hiring of a guidance director, grades 7-12 for next year.

There has been no testing program at the high school for over 2 years - testing is done only if a student is identified as having a problem.

. Beginning next year the high school will begin administering the Stanford Test the first two weeks in September; there will be no group mental ability tests given. The Kuder Preference Test is given now on voluntary basis, but is being replaced by the Ohio Vocational Interest Survey (OVIS). Additional testing at the high school includes GATB, ASUAB, Purdue Manipulative Test and the Nelson-Denny Diagnostic Reading Test. The elementary and junior high schools have an achievement testing program along with periodic intelligence testing. There is no formal testing of attitude or interest at this level and this is where an accessible psychometric center might prove very valuable.

. Training and certification has been provided to CCEP teachers and staff for the General Aptitude Test Battery (GATB) by the N.H. Department of Employment Services. Participants included:

Karen Abrams - Guidance Caseworker, Concord High School

Linda Borofsky - Coordinator, Career Resource Center, Concord High School

Barbara Howell - Classroom Teacher, Rundlett Junior High School

Sue Lawton - Guidance Intern, Concord High School

Clem Scheaffer - Guidance Counselor, Concord High School

Velma Simpson - Guidance Counselor, Rundlett Junior High School

David Morin - Concord Career Education Project

RECOMMENDATIONS

. With the hiring of a new Guidance Director for grades 7-12, more action should be taken on this objective. It may be necessary to adjust this objective to the district's philosophy and policy regarding standardized testing.

. The training of teachers and guidance personnel in the administration of tests such as the GATB is highly commendable. Such testing is normally available only on a limited basis due either to the lack of qualified personnel to administer it or to the substantial cost. Training might also be made available to other district personnel, as the need is determined, for such tests as the Frostig Development Test, WISC series and the Stanford-Binet Intelligence Test.

Objective 2.3 - As a result of the initiation of a comprehensive student testing program and intensive student testing program and intensive student counseling and assistance by Guidance personnel, at least eighty percent (80%) of the graduating students at Concord High School will be placed in a program or an occupation that will enable them to utilize their current career objectives.

Comments:

. This objective cannot be assessed at this time.

Objective 2.4 - The Concord Career Education Project Coordinator will work cooperatively with the Concord High School Guidance Counselors to establish and organize a Job Opportunities Program at Concord High School. As a result of the establishing of such a program, at least sixty percent of the students looking for part-time employment, and at least sixty percent of employers seeking student employees at the high school will each attain his objective.

Comments:

. Six ads were placed by CCEP in the Concord Monitor and three in the Shoppers News, but no records were maintained, to indicate if a student stayed with a particular job or how well they performed.

. Business Practice, Work Study and Career Education are also services by this objective and the girl coordinating jobs available and placement. This makes it difficult, from existing records, to determine which students were employed as part of this objective and which were employed through Business Practices, etc.

RECOMMENDATIONS

. It cannot be ascertained at this time if this objective is being fulfilled, as it is written since other placement activities have been combined such as Business Practices, Coop Ed. It seems that the six ads in local newspapers have been effective in locating jobs and the practice along with the coordination and expansion of other placement programs such as Business Practices, Coop Education should continue. Although support should be given the Job Opportunities Program by CCEP, it should not be the CCEP Coordinator's role to administer the JOP program. With the exception of an effective record keeping/documentation process the JOP program is well enough defined to be run by a school aid or volunteer next year.

. A much more clearly documented system of record keeping is going to be assessed and possibly exported to other schools.

Objective 2.5 - The Concord Career Education Project Coordinator and the Rundlett Junior High School Guidance staff will work cooperatively to develop a model program of student self-awareness and/or career awareness in at least two of the classrooms at the Junior High School, during the school year, 1973-1974. As a result of the model program of career awareness/self-awareness implemented, at least seventy-five percent (75%) of the students in an experimental group will score higher in career awareness/self-awareness on an evaluation instrument as developed by the third party evaluator.

Comments:

. This objective will not be completed this year. Although some teachers at the Jr. High School are involved in self awareness or career awareness activities within their own classroom, none would qualify for this objective which calls for a "model" program in two classrooms.

RECOMMENDATIONS

. The project staff should review this objective to determine whether it will be continued next year or if staff resources can be better applied through a different series of activities with the Jr. High School teachers.

. If the decision is made to retain this objective, the evaluator suggests using a single teacher (or team) with experiences in the school, to develop demonstration models in his or her classroom.

. Since the Jr.High School is undergoing a self-evaluation process next year for accredidation this might be an opportune time to examine what the role of career education should be for Jr. High students and how it could be integrated within the curriculum.

Objective 2.6 - The Concord Career Education Project Coordinator and the Concord High School Guidance staff will work cooperatively together to develop a model program of student self awareness and/or career awareness in at least two of the classrooms at the High School, during the school year, 1973-1974. As a result of the model programs of career awareness/self awareness implemented, at least severty-five percent (75%) of the students in an experimental group will score higher in career awareness/self awareness in an evaluation instrument developed by the Project staff.

Comments:

. The High School model program of students self awareness/career awareness has not been implemented to date.

. Some high school guidance personnel did attend Sid Simon's Values Clarification workshop and have been trying to gain experience in self awareness model by working informally with some classes according to members of the high school guidance staff there is only limited interest among students in this type of activity.

RECOMMENDATIONS

. This objective should be reviewed by project staff before being continued next year.

Objective 2.7 - The Concord Career Education Project Coordinator will work cooperatively with the Concord High School Guidance staff to establish a Career Resource Center at the High School. This Resource Center will be established by January 10, 1974, will consist of print and non-print materials specifically for High School students and staff; and will be under the supervision of the High School Guidance Department.

Comments:

. Ms. Linda Borofsky is acting as coordinator for the Career Resource Center at Concord High School. A classroom has been converted into the center, with stalls for counseling and occupation/career materials and displays.

. Ms. Borofsky has visited similar centers at ConVal in Peterborough, N.H., Easton, Massachusetts and Milford, Massachusetts.

. Materials are on order for the center and are being catalogued as they arrive.

. The High School Guidance Department is sponsoring the Career Education Resource Center and Mr. Morin is supplying much of the career information materials. The Resource room was acquired two months ago and was renovated to include space for the 7-12 guidance counselor. The Center has not been open

formally (as of May 27) but it has been used by some students and should be in operation September '74.

RECOMMENDATIONS

. Once again as in Objective 1.3, the evaluator sees an excellent opportunity for the Somersworth and Concord projects to share their experiences and ideas in the development and implementation of such career education resource centers.

. Both Ms. Bazydlo and Ms. Borofsky, the volunteer aides now coordinating the Job Opportunities Program and the High School Resource Center are leaving this year and will be replaced by one person next year. These two jobs may require two individuals to run them effectively and efforts should be made to line up additional volunteer aides.

GOAL III *TO WORK COOPERATIVELY WITH THE VOCATIONAL DIRECTOR OF THE CONCORD UNION SCHOOL DISTRICT TO BROADEN AND EXPAND THE VOCATIONAL EDUCATION OFFERINGS FOR THE STUDENTS AT CONCORD HIGH SCHOOL.*

Objective 3.1 - As a result of working with the Vocational Education Director of the Concord Union School District and the Concord High School staff, the Concord Career Education Project Coordinator will assist in initiating at least one new Vocational Education course at the Concord High School curriculum during the 1974-1975 school year.

Comments:

. A course in "Basic Welding" has been introduced by Mr. Lawson into Concord High School. The course is five classes per week for nine weeks and offers ¼ credit.

. An outline of this course, including objectives is available from the CCPT office.

GOAL IV *TO INITIATE CAREER EDUCATION COURSES INTO THE CURRICULUM AT CONCORD HIGH SCHOOL.*

Objective 4.1 - The Concord Career Education Project Coordinator will meet and work with the Concord High School Guidance staff to introduce at least two Career Education mini-courses at Concord High School during this school year, 1973-1974. These courses will be of one semester in length, will emphasize student career exploration and career preparation, and will be designed for those students who need basic skills prior to applying for occupational placement.

Comments:

. No mini-courses in career education were initiated at the high school this year although the guidance staff indicates they are being considered for next year. The Singer-Job Survival Kit was used with some students.

RECOMMENDATIONS

. This objective should be reviewed by project staff to determine whether or not it will be carried over as part of next year's program.

GOAL V *TO ASSIST THE CONCORD UNION SCHOOL DISTRICT STAFF TO DEVELOP THOSE SKILLS NECESSARY TO SUCCESSFULLY INTRODUCE CAREER EDUCATION CONCEPTS AND ACTIVITIES INTO THE CLASSROOM BY INITIATING A NUMBER AND VARIETY OF WORKSHOPS, PROGRAMS AND CONFERENCES.*

Objective 5.1 - The Concord Career Education Coordinator will conduct at least 20 workshops, meetings or conferences for the Concord Union School District staff. During the first year of the Project (1973-1974), a total of at least thirty percent (30%) of the district staff will participate. As a result, at least 10% of the teachers participating will request further information, assistance or services.

Comments:

. The project coordinator has held over 150 meetings or conferences with members of the Concord School District staff. A complete list is available in the CCEP office.

. In addition to a special two week workshop on "Career Awareness" held on July 23 - August 3, 1973 in Concord, the Project Coordinator has also sponsored twelve other staff development workshops including:

Date	Title	Number of Participants	Hours
September 26, 1973	Affective Measurement	30	2
November 19, 1973	Basic DarkRoom Techniques	6	12
March 5, 1974	What is the Concord Career Education Project	20	2
March 7, 1974	Values Clarification	21	3
March 11, 1974	Values Clarification	24	3
March 12, 1974	Developing Student Self Awareness	12	
			4½
March 12, 1974	Self Awareness II	7	
March 13, 1974	Library Cataloguing	13	7
March 16, 1974	Preparing an Environment For Growth	16	10
March 21, 1974	Papermaking	6	3
March 23, 1974	Cardboard Carpentry	23	5
March 30, 1974	Technology For Children	16	5
April 2, 1974	Basic Hand Tools	21	12
	Total Paricipants	215	68½ Total Hours

. A number of workshops planned for May were postponed until next Fall because of the lack of time, teacher and project staff commitments and lack of Project funds. However, three workshops were conducted including:

"Interpreting Children's Human Figure Drawings"

"Hand Tools - Part II"

"Super 8 Film Animation"

. Each workshop including the special two week "Career Awareness" work-

shop held last summer has an evaluation document associated with it. Copies of the data from these documents are on file in the project office.

RECOMMENDATIONS

. The workshops have proven to be the heart of the Concord Career Education Project. They were selected by teachers based on their needs and the management of each workshop by CCEP was well done as evidenced by teacher responses to workshop questionnaires. There is little doubt that this element of CCEP has done a great deal towards enccuraging Concord teachers to actively participate in future career education endeavors - keep up the fine work.

. CCEP experiences gained from conducting these workshops, i.e. logistics, locating resource people, involving staff, etc. should be shared with other CE project directors (especially Somersworth).

. A 2-3 day workshop for teachers/administrators from both Somersworth/ Concord to share ideas and experiences as well as receiving CE training might be extremely valuable. If such a workshop did develop, one or two of the more popular Concord workshops might be held again as models.

Objective 5.2 - To develop and disseminate information about at least ten (10) models of teacher implementation of Career Education concepts in the classroom by providing financial and human resources through the use of Mini-Grants sponsored by the Concord Career Education Project. The models developed will be documented; consistent with the Concord Career Education Project objectives; and will be able to be replicated, in total, or in part.

Comments:

. An application form (see Appendix A) has been developed for CCEP Mini-Grant applicants and a review process established. Grant requests are examined and acted upon by the CCEP Executive Council using the following criteria:

- Career Education oriented
- Student oriented

- Between $25 and $250

- Submitted by designated closing dates

- Capable of being evaluated

- Adequate budget - not overly ambitious

- Activities/materials appropriate to attain goals

. To date, eight mini-grants have been awarded (see Appendix B) although four of these, "An Exploration in CE" deal with a team teaching approach to media and communications.

. It is assumed that this aspect of the project will be expanded next year and that mini-grants, workshops and classroom activities will be even more closely interrelated.

Objective 5.3 - The Concord Career Education Project will sponsor at least two curriculum development workshops which will include at least ten (10) different elementary grade teachers who are not presently active in the Concord Career Education Project. The purpose of these workshops is to develop Career Education activities for classroom use. At least ten different Career Education activities will be developed during each of the Workshops and the results disseminated to all elementary Concord Union School District staff for utilization/adaptation/adoption in their classroom.

Comments:

. This objective is in the process of being planned but has not been completed as of this date, (May 27, 1974) and will not be completed this year.

RECOMMENDATIONS

. Project staff should review this objective to determine whether or not it will be retained next year.

GOAL VI *TO ORGANIZE AND ESTABLISH THOSE COMMITTEES OR COUNCILS THAT WILL BEST PROMOTE THE EFFECTIVE AND EFFICIENT OPERATION OF THE CONCORD CAREER EDUCATION PROJECT.*

Objective 6.1 - By December 1, 1974, the Concord Career Education Project

Coordinator will organize and establish an Executive Council composed of the Concord Union School District Superintendent of Schools, the Curriculum Coordinator, the Director of Career Education, one School Board member, State Director of Research and Coordinating Unit, and the Career Education Coordinator.

This Council will assist the Project Coordinator in assessing the progress and accomplishments of the Concord Career Education Project, and the efficiency and effectiveness of the Project management; insure that the Project is meeting its legal and budgetary requirements; and take action on all proposals submitted by the Advisory and Planning Committees.

Comments:

. A CCEP Executive Council has been formed and held its first meeting on January 22, 1974. Members of the Council include:

Gloria Cooper - Director, N.H. State Research Coordinating Unit

Steven Jones - Director, Concord Career Education

Rick Lalley - Teacher Consultant, Concord School District

Seth O'Shea - Superintendent, Concord School District

John Strohrer - Vice-President, Concord School Board

Dave Morin - Concord Career Education Project

. Two additional Executive Council meetings have been held (March 26 and May 8) and a series of Executive Council objectives/purposes developed:

1. Assess progress and accomplishments of the Concord Career Education Project.
2. Assess efficiency and effectiveness of Project Management.
3. Insure that the Project is meeting legal and budgetary requirements.
4. Take action on all proposals submitted by the Advisory and Planning Committees.
5. Act as liaison for Concord School District, School Board, Administration, and State Department of Education.
6. Act as source of ideas for future Project development.

RECOMMENDATIONS

. It is the evaluators opinion that in order to have career education activities efficiently and effectively incorporated into the curriculum,

individual building principals must be in an active, decision-making position regarding the CE project. Therefore, the evaluator strongly urges that a mechanism or process for the inclusion of principals or their representatives from each of the participating schools be developed which will allow them to more actively provide direction and leadership for career education in their schools. (See Recommendations at the front of this report).

Objective 6.2 - By October 1, 1973, the Concord Career Education Project Coordinator will organize and establish a Planning Committee composed of Concord Union School District individuals who have completed a two-week Career Education Awareness Workshop.

This Planning Committee will originate ideas and suggest changes in the Concord Career Education Project program; provide contact between the Project and local schools; and assist in disseminating information about the Project to the local schools.

Comments:

. The CCEP Planning Committee has been relatively inactive with only three meetings taking place thus far this year. (October 17, 1973; January 30, 1974; May 9, 1974).

. Members of the Planning Committee are listed in Appendix C.

RECOMMENDATIONS

. In order for this committee to function effectively, it needs a specific purpose and set of tasks. Unless these can be provided there seems little reason for their meeting. Perhaps this committee should be combined with the Advisory Committee, yet to be formed, or with building principals, to act as the body directly responsible for implementing career education into the Concord School System.

Objective 6.3 - By December 1, 1973, the Project Director will organize and establish an Advisory Committee composed of individuals from the local community, and students and staff members from the Concord Union School District.

The Advisory Committee will provide the Concord Career Education Project

Coordinator ideas and programs that will be directed to the attention of the Executive Council; aid in disseminating information about the Concord Career Education Project to the local community; and act as a point of contact between the Concord High School students, adult members of the community, and Project staff.

Comments:

. This objective has not been completed at this time.

GOAL VII *TO DISSEMINATE INFORMATION ABOUT THE CONCORD CAREER EDUCATION PROJECT THAT WILL EFFECTIVELY INFORM ALL TARGET GROUPS OF THE GOALS, OBJECTIVES, AND ACTIVITIES OF THE PROJECT.*

Objective 7.1 - As a result of various dissemination activities conducted by the Concord Career Education Project, the Concord Union School District Board will respond positively toward the Concord Career Education Project by voting to continue the Project for school year 1974-1975.

Comments:

. The Concord School Board, at its May meeting voted to approve continued support of the Concord Career Education Project for FY 1974-75.

. Media displays emphasizing career education in general and CCEP in particular have been developed.

. Photo essays and articles have appeared on numerous occassions in the local paper and a slide tape presentation has been completed.

GOAL VIII *TO DEVELOP A PROCEDURE FOR AN EFFECTIVE EVALUATION OF THE CONCORD CAREER EDUCATION PROJECT.*

Objective 8.1 - The Project Director, meeting with a third party evaluator, will develop an evaluation design that will insure an expert process and product evaluation of the Concord Career Education Project during school year 1973-1974.

Comments:

. This objective is being successfully completed.

APPENDIX A

APPLICATION CAREER IMPLEMENTATION GRANTS SUBMIT BY FEB. 1, 1974

(APPLICANT'S NAME) (SCHOOL) (DATE SUBMITTED)

(SIGNATURE OF SCHOOL PRINCIPAL) (APPLICANT'S SIGNATURE)

(NAMES OF OTHER STAFF MEMBERS WORKING ON PROJECT)

(NUMBER OF STUDENTS INVOLVED) (STUDENT GRADE (S) LEVEL)

(TITLE OF PROJECT) (TOTAL AMOUNT OF FUNDS REQUESTED)

* *

1. State the specific "student need" to be addressed: _____

2. As a result of the project to be initiated, what do you view as anticipated student outcomes: _____

3. Explain briefly how you will demonstrate that you have achieved the desired outcomes: _____

_____

_____

4. List the activities (and estimated completion dates) you plan to initiate.

ACTIVITY	DATE TO BE COMPLETED
_____	_____
_____	_____
_____	_____
_____	_____

5. List approximate costs for materials, supplies, services, etc.

ITEM	COST
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
TOTAL:	_____

6. The project will be completed by _____.
(DATE)

7. I agree that the attached Evaluation Report on the Project will be submitted to the Concord Career Education Project Office no later than one week following the completion of the program.

APPENDIX B

CAREER IMPLEMENTATION GRANTS

PROJECT TITLE	APPLICANT	SCHOOL	FUNDS REQUESTED
An Exploration in CE	Rachel Kidder	Dame	$ 144.50
An Exploration in CE	Priscilla Fanny	Dame	144.30
An Exploration in CE	Jenny Hodgdon	Dame	99.95
An Exploration in CE	Patricia L. Ayer	Dame	99.44
Mini-courses	Richard Dalhaus	Conant	241.00
Assembly of model and kits	Joseph Hartnett	Conant	200.00
Mini-bike Maintenance and Repairs	Jacquelyn Dey	Conant	100.73
Career Awareness Testing Project	John Mollica	Garrison	133.60
		TOTAL:	$1,163.52

APPENDIX C

MEMBERS - CONCORD CAREER EDUCATION PROJECT PLANNING COMMITTEE

GARRISON SCHOOL

Jack Mollica - Principal
Julie Westgard - Grade 2
Lionel DeLacey - Grade 6

EASTMAN SCHOOL

Adele Richard - Grade 2
Janice Olson - Grade 4
Lois Libby - Guidance
Gary MacArthur - Grade 5

RUNDLETT JUNIOR HIGH SCHOOL

Ed O'Sullivan - Guidance
Velma Simpson - Guidance
Raymond Miner - Industrial Arts

DAME SCHOOL

Priscilla Fanny - Grade 4
Rachel Kidder - Grade 4
Corey McAllister - Grade 5 & 6

CONCORD HIGH SCHOOL

Ed Zehnder - Guidance Counselor
Karen Abrams - Guidance Caseworker
Frank Hackett - Industrial Arts
Merle Drown - English
Gail Clukey - Child Care

ADMINISTRATION

Richard Tardy - Elementary Guidance Director

APPENDIX E

RESULTS OF THE CONCORD CAREER EDUCATION QUESTIONNAIRE

May, 1974 — Number of Responses - 78

1. In my opinion, I feel the Concord Career Education Project is making an important contribution towards the all around education of the students of Concord.

25	Strongly Agree
32	Agree
5	Disagree
4	Strongly Disagree
8	No opinion

Comments:

"It certainly has the potential for making such a contribution but only if a large number of teachers take advantage of the materials and use them as part of their curriculum."

"The response of teachers to the workshops and their involvement is sensational."

"The impact of the program is to be seen in nearly every school both on use of materials and spin off from workshops. This is a remarkable feat in a conservative city with less than a year's exposure."

"Several excellent workshops have provided ideas and motivation for teachers."

"I am not well enough acquainted with the program to judge."

"I feel this program is extremely worth while in Jr. and Sr. High. I feel it is unnecessary in elementary grades. Too many extras have been put into the lower grades which take time from the basics and so the basics are being slighted."

"It's providing a much-needed services which did not exist before - stimulating teachers to try new and exciting ideas with students - especially some freer, humanistic ones.

"I do not know enough about the project."

"But not to all students."

"It's about time we recognized the fact that all kids are not going to college or some higher institution of learning."

"Not all students have become involved yet, but those who have added dimension to their learning and awareness."

"Life in the world of work is where the child may well spend 80% of his time."

"I think that the project has influences many teachers and attitudes in my building."

"The project's impact is being felt, but it will take more effort on the part of individual teachers, Dept. chairman, and administrators to have Career Education reach each student."

"This is a too long neglected area of education."

"As it has grown, I have seen the project become stronger, more definitive and vital with an outreach that encompasses all educational letters."

"I base this on observation of the enthusiasm of elementary school teachers towards the variety of offerings."

"Opens children's minds to new ideas and new ways at looking at people."

"The workshops have been excellent. Much information and materials are available to us. We only need to utilize them."

"An ego centric trip for record keeping purposes."

"We have a long way to go, however, the project has created an awareness in the building not previously recognized."

"Program seems to be in early stage. Impact to be felt later."

"There are many interesting projects going on. We don't have to be formally committed to the program to receive help - much to my surprise."

"It is providing 'practical' and active workshops for teachers."

"I would strongly agree with above statement if I knew how many different individuals were participating. (Assuming the numbers were favorable!)"

"The workshops provided for teachers are for the purpose of qualifying teachers to impart more informed knowledge to students but is the process carried to the student."

"The workshops have provided a good basics for exploration in Career related activities within the classroom. These coupled with the Mini-Grants has been an excellent starting point for future emphasis in Career Education."

2. I would rate the need for career education/awareness by my pupils as:

37	Very Important
27	Important
10	Moderately Important
2	Not Important
2	No Opinion

Comments:

"With the increase interest in the roles of women and men in industry, home and community, and awareness of possibilities in careers is of utmost importance."

"I have mixed feelings - if students get too involved too early they may be limiting their options. On the other hand, students who are likely to be drop-outs should be made aware of Career Education."

"We've still got a long way to go at Concord High School."

"Learning Disabilities and other handicapped children are consistently presented only with delineation of what they can and will not be able to do and have a remarkably restricted view of both the world and themselves."

"I would probably rate this higher after I have opportunity to observe the interest shown by my students in career education activities."

"It's just what they need - especially my lower level ones who are completely turned-off by school and all it means. They need to get out of the school and do some real things - as well as explore themselves in school - rather than text book: Note: the upper level kids need it, too."

"Realizing that 60% of Concord High School students do not go on to college - career education should be provided to satisfy their needs."

"In the case of special education students career would mean their survival in any field that would earn them a living."

"It still boils down to 3 questions:
"Who Am I?"
"Where Am I Going?"
"How Do I Plan To Get There?"

"7th graders."

"My children are not aware of what their father's occupation is. At this point in their development I would expect them to know

that their father 'works'. Prior to that point in development they are only aware of what they see their parents do - like 'working in the garage', 'sleeping in the chair', etc."

"Pupils must be made aware of opportunities in the outside world - career wise."

"As our children are of kindergarten age, I cannot rate the need for career education as primary, however, this type of education provides for these disadvantaged youngsters, the opportunities to see the awareness open to them which their backgrounds might not provide."

"Their livelihood depends upon this."

"But - a very poor substitute (dare we say another alternative) for basic education."

"Young children get quite excited about careers. This is the time to reach them, while they are still receptive."

"Poor self-image create poor learners."

"Have been doing it all alomg, even before career education."

"Need specific ways to integrate concepts into on going curriculum, as time is prescious in the school day."

"The whole process of education is for the sole purpose of preparting a child for his life's role specially, emotionally and the means for the 2 previous items. We are not meeting this need."

"Children at the 5th and 6th grade levels are aware of the various kinds of work which their own parents do. However, the need definitely exists for exploring the variations in these general areas of work, especially in terms of skill development required (i.e. school becomes purposeful)."

3. I would rate the effectiveness of the Concord Career Education Project staff in acting as a resource to the students and teachers of Concord as:

21	Extremely Effective
32	Effective
14	Moderately Effective
1	Non-Effective
7	No Opinion

Comments:

"I have no way of evaluating the effectiveness."

"Mr. Morin is extremely conscientious and does a though effectiv ob in providing opportunities for the teachers to learn new .deas and methods."

"Communication from your office to the teachers is excellent, but I would encourage more direct communications with students through talks, displays, etc. in the schools."

"To accomplish a minor impact in a fev school would be significant achievement - to secure warm responsiveness throughout the District and actual implementation of ideas is a most remarkable one."

"I believe the small number of staff members and lack of funds limit effectiveness. Need for 1 or 2 staff members to visit schools and serve as coordinators in getting 'things started'."

"I have requested Career Education materials for my area, secondary Industrial Arts, but have not received any of it. Little seems to be available. To my knowledge, on the secondary level."

"Dave Morin has been a fantastic resource - materials he has sent me and ordered for me have made a significant difference in my work this year. It has done alot for me to feel there's a place that:

a. cares what I'm doing
b. will order things I need and right away,too!"

"Especially at elementary level."

"More small-group information/discussion sessions would seem to be helpful."

"Could use more staff working directly with students and classes."

"They do quite well with the limited non-power that they have."

"For those they have been able to become involved with."

"Excellent workshops - materials, films, books from the Career Education Office."

"It is certainly difficult for a staff of 2 people to communicate and influence 400 people in 10 separate schools. Their presence in Concord is very well known and felt, though."

"I feel great hope that the teachers will become aware of and avail themselves of the terrific resources which the staff offer them."

"Enthusiasm - interest - follow - through."

"As we ask for things they are made available to us."

"Mr. Morin is very highly respected."

"I have not seen material that is readily available. Also information typing it to a particular disciplines is not early available."

"I asked for some material and received it very promptly."

"Too much information via bulletin board; not enough direct contact. (The students who need the Project must never read bulletin boards)."

"Once a separate room is available to present (display) materials, etc. and would rate it as extremely effective."

"Will teachers and their own students be able to work together on Rumford Street in ways model after our Saturday Workshop?"

"Workshops"

"For teachers - just how much is getting back into the classroom is a questionable position."

"I'd be interested in the percentage of teachers who have made use of the Concord Career Education Project staff and resources.

4. In my opinion the greatest strengths of the Concord Career Education Project are:

"Strengths are geared for levels higher than grade 1."

"A conscientious staff."

"Excellent workshops."

"Fine choices."

"Guiding teachers toward material pertinent to their level."

"Variety of resource material."

"Helpfulness of people in Concord Career Education Project Office."

"The Project Coordinator."

"The Workshops."

"The resource center."

"The social skill, orientation towards positive reinforcement, breadth of knowledge, coordinative skill, persistence and superior intelligence of the Coordinator."

"Agreeable balance between teacher - relevant workshops and provisions of materials to enable utilizing concepts gained."

"Constant visibility of the Project with self-padding of underlying theory."

"Conciseness of written communications - readily readable."

"Various Career Education workshops being conducted during the year."

"Building up supply of resource materials."

"Providing excellent workshops."

"Making use of local talent in several areas and workshops, as well as outside specialists."

"Visibility."

"Activity - at several levels."

"Excellent - dissemination strategies."

"Programs at the elementary."

"Getting teachers involved with practical ideas instead of all theory - We can share ideas through this project. Outside, professional people are great resources and this project finds them and puts them to good use."

"Dave Morin: capable, organized, informed, willing - to - help, and sensitive to teachers and students as people. Its spirit of responsiveness to needs, its spirit of innovation, its resources: books and materials teachers really want but can't get any other way."

"Workshops."

"Resource Centers."

"Incorporation of the role of self-awareness."

"Project staff and school staff working well together."

"Inservice Program."

"Effective character/competence of the Coordinator."

"The getting of information to teachers."

"Its Newsletter."

"Resources."

"Availability to teachers and students."

"Variety of opportunities for students."

"Variety of opportunities for teachers."

"Relating learning to real life."

"Hand - on - activities - teachers participations - workshops."

"Mr. Morin's encouragement and help."

"The need to broaden the child's education."

"Our Resource personal."

"Workshops, resources available."

"Working with teachers of older children."

"The equipment and supplies I've seen are excellent."

"Willingness of staff to help in classroom."

"Materials to use in classroom."

"Workshops."

"Willingness to help develop an approach."

"Promptness in providing materials."

"Planned Workshops."

"Staff commitment to Career Education ."

"Resources available to teachers."

"Knowledge of staff director."

"The recent workshops."

"Staff: Coordinator's commitment and enthusiasm."

"Service to all ages, areas, disciplines,"

"Resource materials."

"The comfortable effectiveness of the coordinator Dave Morin."

"The variety of projects pertinent to elementary schools."

"The ability to order certain curriculum material without budgeting for the specific thing a year in advance."

"Variety of subject areas."

"Resources available to teacher."

"Aid in supplying teachers with resource materials."

"Workshops provided."

"Director works extremely well with teachers."

"Interest and encouragement by Career Education staff toward students and teachers."

"Expansion of curriculum and incorporation of ideas and materials within existing curriculum."

"Workshops."

"Materials and aids."

"Newsletter."

"Recognition of the obligation to serve."

"Leadership of Mr. Morin."

"Ability of fund innovature ideas."

"Teacher workshops."

"I am not familiar with Career Education. I have been in the district for 1 year, I plan to investigate Career Education more fully as time goes on."

"Willingness to be available for consultants."

"Good resources."

"Interesting projects."

"Variety and amount of material available."

"Providing practical experiences for teachers to take back to classroom."

"Providing different methods of learning and teaching."

"Educating faculty re. = Career Education in general."

"Making resources easily available."

"Making teachers more aware of Career Education."

"Teachers becoming familiar with resource."

"Materials available."

"Workshops provided for extending background of teachers."

"Resources appear to be varied and worthwhile."

"The Concord Career Education Project personnel make themselves available for suggestions and comments."

"Better informed staff in many areas."

"Informed staff create better education to youth."

"Provide youth with materials, etc. for discussion, listening, experimental, etc."

"Many interest areas."

"The projects have had teacher involvement."

"The teacher involvement."

"The organization of materials."

"The Director."

"A well chosen group of activities."

"Competent instructors."

"Workshops worth attending."

"Equipment (software, hardware) for loan."

"Not sure of any."

"Continuous Workshops."

"Resources of materials."

"Motivation: providing teachers some technical knowledge."

"A [illegible]/Making instructors aware of the need for Career Education."

"Workshops - great [illegible] starters."

"Funds available to implement project ideas."

"Resources availability (i.e. books, projects, ideas)."

"Making material and courses available to us."

"Am not familiar with project."

"No opinion."

"Undecided."

5. In my opinion, the greatest weaknesses of the Concord Career Education Project are:

"Workshops on Saturdays not ideal time."

"The teachers who did not make use of the resources made available."

"Objectives for each works hop were not clearly defined and were not related to career education goals for children. My own linkages had to be drawn."

"Also projects may have been done, but no information given to the district on them. I know of only 2, those done at my school. Is that all that were done?"

"Doesn't directly help students."

"Crowding too many meetings too short a time."

"Some workshops would be more effective if more time was given."

"None - unless it would be moving a little fast with programs -- when it may need summer preparation time for teachers to write full term units - I had to pull out of a plan I do want to do mainly because of time problems."

"Pressuring grade 1 level into a position where we are expected to promote Career Education rather than 3 R's. We have Peabody Kits, etc. that set the ground work for higher levels to work from and develop."

"Few follow up funds or materials to carry on projects studied."

"Lack of communication with students."

"Too short a duration of funding. Lack of facility for central elementary resource center."

"The possible failure to be making provision for continuation of the project as a District personnel and material resource center. Possible lack of paper supplies in the future - absolutely mandatory."

"Not having more teachers involved in Career Education Project in their respective schools."

"Possible inability to interest more teachers to participate in Career Education Programs - apparently many teachers still not concerned."

"None observable."

"The great amount of effort to get information, extra time needed, fear of tons of paperwork. Generally the high price for communication and involvement."

"Having to go on Saturdays."

"Too few are using the materials available."

"Some materials should be in each school."

"Too few workshops on Values and Self-Awareness."

"Lack of information and understanding."

"Community Awareness/Participation in the Project. A public information program is needed."

"Students are not aware of the programs at N.H. Tech. More effect should be made to contact all students."

"Not qualified to answer."

"However, would like to see more done with the Jr. High kids, especially in the area of special education."

"Not enough Career Education directed at High School."

"No central catalog of materials, you have, (including descriptions of what is available, age levels, who might use, etc.)"

"Lack of professional media person, to organize materials and to make them truly available."

"Need for more workshop time."

"Inability to use district staff as desired during school time."

"Not having enough money to provide each school with all the existing resources. It's extremely far removed from the individual school as far as convenience goes."

"Lack of field trips."

"Making sure that the Career Education concept is being introduced in all schools."
"Workshops too close together in March."

"Seem to come in bunches - would prefer them spread out more evenly throughout year."

"Communication thru personal contact needs to be expanded."

"Explain how to plan for Career Education Project in the class at teacher's meetings."

"Need to have a representative with the school on a bi-weekly basis rather than being "central office."

"Personal contact with director."

"Teachers do not have time to do all they would like to do - Hopefully, workshops will be offered a second time."

"In stating their goals and objectives."

"As in any project I've seen undertaken the people who participate in its origin - benefit the most - the others do not seem to show the interest."

"Staff size."

"Does not yet extend to the secondary level."

"Small staff: Large district."

"Inadequate space for display and utilization of materials."

"I am not sure how active it has been at secondary levels."

"Getting career resource people involved in their classroom activities."

"Need for more encouragement and help in writing grants (many teachers may have good ideas but do not know how to write grants for implementation)."

"Non recognition of the work educational structure which should support it."

"Project should be expanded."

"Project needs more funding."

"Low profile on daily school activities."

"Need for teachers to be shown the value of this program."

"The official publication is somewhat confusing. There is so much offered that I'm overwhelmed with it all and tend to have difficulty sorting out what would be of most benefit to me."

"Not presented clearly and vigorously."

"Lack of funds."

"Career education hasn't really had much of an import on our students yet - however, I believe the faculty have to be educated as a first step and this is helping."

"Try to accomplish too much in a short length of time in some of the workshops."

"More opportunities to explore and work with the existing resources pertaining to my grade level."

"I feel that what I do not know about Concord Career Education Project would indicate that I had not taken full advantage of all ready existing workshops. This is not to be construed as a criticism of Concord Career Education Project."

"Doing well."

"Too many activities going on within a short spare of time."

"A better description of subject area or areas when offering workshops. (Titles - do not tell the whole story)."

"Not enough materials available."

"Materials not available following instructions."

6. During the school year, I have thus far participated in 241 (number) workshops sponsored by the Concord Career Education Project.

7. My overall rating of the workshops I attended would be:

18	Extremely Effective
31	Effective
6	Moderately Effective
0	Non-Effective
2	No Opinion

8. To what extent are you familiar with the following?

	No Knowledge	Minimal Knowledge	Quite Familiar
Concord Career Education Project Goals and Objectives	5	33	37

	No Knowledge	Minimal Knowledge	Quite Familiar
Concord Career Education Project Staff	7	33	33
Concord Career Education Classroom Activities	8	45	22
Concord Career Education Workshops	3	20	49
Resources Available From The Concord Career Project	8	24	43
Career Education Resources within the Community	17	48	9
The Role of Self Awareness in Career Education	14	23	35
Incorporation of Career Materials within Existing Curricula	18	31	19
Exploration of Careers through Field Trips	19	33	20
New ideas for Presenting Career Education to your pupils	15	31	22